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Project H.E.L.P. is a promise to youth that we do care and that we will show we do. However, in innovating a program for dropouts, many concerns arise, as more difficulties arise. These areas of concern are: (1) the widespread adoption of the innovation which could take place only with the backing and support of the school board and administrative hierarchy, (2) the harmonizing of Project H.E.L.P. with the school board, the administrative hierarchy, the teaching staff, the counselors, the para-professional volunteers, students to be helped, the consultants, and also with the needs of professionals outside the project; and (3) handling the crisis that often arises regarding loyalty to the school and honesty toward the Project and toward the potential dropout. Specific individual problems are discussed and solutions explained. The project director must try to intervene, direct, and encourage all concerned to understand what events are really taking place and must attempt to find ways of coping with them. (KJ)

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PROJECT DIRECTOR: MAN ON A TIGHT ROPE

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Introduction

American education is faced with many problems, but none demand so forcefully its immediate concern and action as that of the actual or potential dropout. It has been predicted that over the 1960 decade the total dropout figure would reach twelve million. We also know that thirty to forty percent of all students beginning high school fail to finish. Dr. Conant has rightly and accurately labeled the dropout group as "social dynamite."

Research pours in; teacher training emphasizes the facts; the public voice rises -- yet the problem continues to grow. Why? For every thousand books on punishment of the social offender there is only one on preventive measures. For every seven hundred mentally ill in Michigan there is one psychologist. For every four hundred Lincoln Park High School students, one counselor. Why is it that the problem of the waste of human resources is in close focus but solutions pass us by? Why do we often sigh with relief when the potential "trouble-maker," the "irresponsible tough," the "lazy-no-good" drops out from school?

The Project H. E. L. P. staff is in consensus of agreement, ready to answer for its contribution to this human ailment via educational deficiency. We assert with absolute conviction that human frailty continues to attack effects, not causes; to find preaching easier than practicing; to compel

agreement rather than to use persuasion. This approach cannot help but destroy the original goodness and educability of many human beings. We contend that the dropout is a mirror clearly reflecting our social, cultural, and educational ills, making it, as Earl Kelly says, "hard to be young in these times."

Project H. E. L. P., however, offers a difference. We are not content with the educational status quo. We are ready to act, to reverse ourselves and work with the individual student, to practice our preaching, to persuade rather than force, to deal with causes as well as effects. Project H. E. L. P. is a promise to youth that we do care and that we will show that we do.

The first year of any innovation is bound to be a difficult one. Project H. E. L. P. was no exception. In planning and writing an innovative and exemplary program we could not and did not foresee all of the difficulties that would arise.

The first major area of concern has been the widespread adoption of our innovation. Since it was our belief that Project H. E. L. P. could reach its ultimate objective only if widespread adoption were achieved, it was believed that such widespread adoption could take place only if there existed a climate of openness and trust; if the project had the backing and support of the school board and the administrative hierarchy; if we could recruit a staff of para-professionals with the potential for experimentation and innovation; if we could get the school opinion leaders

to help us change old and form new attitudes toward the potential dropouts; if we could utilize the mass media communications to create an awareness and knowledge of the innovations; and finally, if we could provide a system of rewards for the para-professionals on our staff.

The second major area of concern has been the broad dimensions of the problem of harmonizing Project H. E. L. P. with the school board, the administrative hierarchy, the teaching staff, the counselors, the para-professional volunteers, the students to be helped, the consultants, and also with the needs of professionals outside the project.

The third and final major area of concern has been the crisis that often arises regarding loyalty to the school and honesty toward the Project and toward the potential dropout. The Project teacher who finds himself in this dilemma is often agonized by his or her desire to communicate meaningfully with superiors and fellow teachers.

Planning for Widespread Adoption

An innovative and exemplary project can succeed only when wide-spread adoption of the educational innovation is achieved. Unless a plan of action exists, the adoption will not take place and the program will wither and die. Therefore, to insure the success of Project H. E. L. P. a six step program of action had to be planned and executed.

All innovations begin with a free flow of ideas from as many sources possible. It was felt and believed that the adoption of Project H. E. L. P. would be facilitated if a climate of openness and trust were developed and an atmosphere that would permit a free flow of ideas. This exchange of

ideas began when the Project Director conferred with as many professional and non-professional authorities who dealt in the area of dropouts and delinquency. This involved a tremendous amount of reading, attendance at lectures and seminars, and consultation with technical experts in the field, such as: Dr. Ronald Esposito, Kent State University; Dr. Donald Hamachek, Michigan State University; Dr. Robert Betz, Western Michigan University; Dr. Morrel Clute, Wayne State University; Dr. Roland Faunce, Wayne State University; Dr. Lyle Crawford, Wayne State University; and Dr. Clay Lafferty, Consultant, Wayne County Intermediate School District.

Securing information was also facilitated by obtaining descriptions of programs that seemed relevant; consulting with personnel involved in programs already in existence and with the Michigan State Department of Education. Especially helpful here was Don Goodson, Co-ordinator of Title III programs for the State of Michigan.

Finally, we created a task force of teachers who were concerned about the plight of the potential dropout. This group was divided into three "brain storming" sub groups. Their suggestions were summarized and eventually utilized in the writing of the Project H.E.L.P. proposal.

The Project Director meanwhile conferred with the school administration, keeping them up-to-date with the Project's progress and activities and at the same time seeking their advice and help regarding possible innovations. Unless the high school administration played a vital role in the formulation of the Project it would be doomed to utter failure. But here we had a powerful ally in the person of the high school principal, Mr. Thomas Cuozzo.

It was also felt that the adoption and acceptance of Project H. E. L. P. would be facilitated if the high school staff participated in the decision making through discussions of the needs and the problems of both teachers and potential dropouts.

Another area of concern was the attitude of our school board. It was our opinion that the Lincoln Park Board of Education had to be fully informed of our ideas if they were going to support and encourage the Project. We also believed that a financial commitment on their part would insure their interest and support in the future, thus we asked for and received $600.00 to be utilized in the drafting of the final proposal.

If a project of this magnitude was going to succeed we needed direct suggestions and participation of the students to be helped. It was during this period of initial planning that the Project Director interviewed and discussed the problems that a potential dropout must deal with. The Project Director held sessions with four potential dropouts every evening after school in the home of one of the boys. While the host's mother served pop and chips, we discussed the problems that the boys faced in school that day and took positive steps to remedy them. Very often we would have to show the boys how to do an assignment, explain exactly what a teacher wanted, show them how to go about getting the information needed, but most of the time was spent talking about personal problems at home and at school and seeing if we couldn't get the boys to find ways of coping and dealing with these problems. Finally we involved several of these students in the preparation and assembly of the Project proposal.

The next step in planning for widespread adoption of the innovation required using the mass media communication channels to create a community awareness and knowledge of our program. The Project Director arranged to have several articles appear in the local newspaper explaining the projece and showing student enthusiasm and support. It was during this phase of the Project that the Director began speaking to influential community leaders and organizations informing them of our high dropout rate as compared to the surrounding communities, informing them of our plans to salvage as many of these potential dropouts as possible, and informing them of the things they could do to help us.

It was sensed that change within the system could take place only if the opinion leaders within the school had a vital interest in the Project. Thus key members of the faculty were encouraged to support the program by getting them to join the staff or by at least informing them of the project and making them feel they were needed. Thus many teachers became change agents moving toward planned change.

Finally the adoption of Project H. E. L. P. as an innovation was facilitated by a reward system. The project saw to it that the para-professionals involved were provided time for planning and experimentation with financial remuneration. We allowed the staff members the freedom to adopt, adapt, or develop ideas in their working relationships with the potential dropouts. The project also made provision to offer smaller class loads and provide for personal rewards, such as individual praise and public recognition.

Each para-professional also had the unique reward of being tutored and helped to grow professionally by working hand in hand and side by side with outstanding consultants.

The Board Dimensions of the Problems of Harmonizing Project H. E. L. P. with (a) the School Board.

The school board in any local school system is a very important agent in any school activity and especially so in a program of change. The board of education had to be made aware of the needs and the problems within the school and had to be convinced of the merits of the program in order to meet and satisfy these felt needs.

The responsibility of bringing these needs to the attention of the school board and making them aware of the problems falls upon the Project Director. The Director must be careful, however, because he can easily alienate many of the school administrators and teachers who may look upon this as threatening to themselves and their position within the school system since they obviously have not been able to cope with the high dropout rate. Evidence clearly points to the schools themselves as the agent responsible for the alienation of many of our students. Thus, we are now committed to the principle, at least in theory, that some radical changes in administrative attitudes and teacher behavior are of the utmost importance, and so it follows that the Project Director is truly a "Man on a Tight Rope."

Another area of concern has been the disagreements that have occasionally arisen between the school board and the high school principal over Project H. E. L. P. personnel. This situation has been extremely difficult since the alienation of either party could have effectively destroyed the Project. The Project Director has had to make himself aware of the power structure and the struggles that are operating within the system. Further, he must be certain that neither he nor the Project becomes emeshed in these smaller issues to the detriment of the entire Project.

The Project Director has quite a unique job within the school system. He is selected by the school board by recommendation of the superintendent yearly and placed under the jurisdiction of the high school principal. Occasionally it has been the duty of the Director to inform the school board, the administrative hierarchy, and the public of the many deficiencies in our present structure, especially with regards to teacher attitudes. Then he has to work within that same structure trying to create new attitudes and behavior toward the potential dropout, while he remains without any real power or coercive action.

(b) The Administrative Hierarchy

Any innovation in a given locus must have the full cooperation and support of the administrative hierarchy. The superintendent of our school system has placed complete trust and support in the Project and the Director.

This has made the job of initiating such an innovation much easier. He has supported the Project on occasion before the board of education and he has also supported us against grievances filed by the teacher organization.

The role that the principal of our high school has played has been vital in averting failure and achieving the successes that we have. He has been encouraging and supportive toward the Project Director, the Project staff, and the Project students. The educational philosophy of some subordinate administrators and faculty members has been rather punitive, negative, and at times extremely hostile. The prevailing attitude seems to be that these kids are nonconformists and "hoods" and will contaminate the "good" kids. We are constantly reminded of their shortcomings and failures. The small but significant successes of these kids are usually ignored.

Mr. Thomas Cuozzo, the high school principal, was involved with the Project from the moment of its inception. He has since been the program's strongest supporter and ally in the high school. He gave the Project Director full administrative recognition and as a result a voice in administrative decisions and a forum for the dissemination of information regarding the Project.

The principal has further aided the project by backing the teachers involved, in putting the project innovations into effect, and he has often squelched administrative and faculty hostility toward the program. He has allowed many of these potential dropouts to become active in school affairs

by sitting on student advisory committees and he has allowed them to plan many of their own extra-curricular activities which has had the effect of allowing these alienated students to gain a sense of worth and belonging.

During this past year we have often heard the comment from these students that our high school no longer belongs to the "frats" alone. Many of the potential dropouts, at the suggestion and invitation of Mr. Cuozzo, have played an important part in structuring a course of study in the area of drug abuse. In short, Mr. Cuozzo has probably done more than any other person in the high school to insure the success of Project H. E. L. P.

(c) The Teaching Staff

The total teaching staff can be divided into three broad categories. The first group comprises those who are concerned about students who seem to have difficulty finding school relevant and who look upon the Project as an aid to both the students and themselves as teachers. They cooperate with the attempts we are making with the potential dropouts and if they don't understand or agree with what we are doing they usually come in and talk with us. They support and encourage us and are not afraid to voice criticism when they feel it is necessary. Their comments and criticisms are usually very positive and constructive.

The second group consists of those teachers who simply ignore the Project. Their reasons for doing this vary: Some teachers simply don't care to become involved in the socialization of the students. These people are usually quite subject oriented and feel that the school is not

the place to deal with student problems. Another group of teachers believes that the kids on the Project use it as a "crutch" and they feel that as such the program isn't very good. They think that kids should be made or forced to stand on their own two feet. They look up Project H. E. L. P. as another government give away that induces kids to be lazy. They often look upon our program as they would the welfare program, "God fearing, good people, work hard and by themselves for whatever they get in life." Still others have a fatalistic and pessimistic view of human nature and they feel that a certain percentage of the students are bad and they are going to remain that way. Perfection is not to be found nor expected on earth. We would do well to spend our time with the more receptive "good" kids.

The third group of teachers involves a sizable number of teachers who are openly hostile to the Project and the students involved in the Project. They are constantly looking at and for our weaknesses and they immediately bring these to the attention of their "cronies." They often criticize the Project Director and his staff when they are not around but more important, they quite frequently attack students who are on the Project. Several of these teachers have openly and quite hostiley attacked the Project and the Director in their classrooms. Some teachers have refused to allow Project H. E. L. P. students to participate in the school play on the grounds that they are not good students. Once such H. E. L. P. student had brought her grade average to a straight "A" and at the same time had been refused permission

to participate in an extra-curricular activity simply because the teacher assumed that the H. E. L. P. student did poor quality work in the classroom. Later this same teacher learned of the "A" average and decided then to accept the H. E. L. P. student. The damage was done, however, since the student refused on such terms.

Lincoln Park High School has eight counselors for a student enrollment of 3, 000. The counselors in our high school spend the first couple of hours answering the telephone, i. e., accepting excuses for students who are absent. They are also responsible for the 375 student schedules, records, and testing. Only four of the eight counselors have their degrees in Guidance and Counseling. Three of the four with degrees and one without the degree work beautifully with the students. They are not afraid to work with students who have problems. The others usually ignore students who need help or deal with them by periodically "chewing them out" and telling them to "shape up."

When Project H. E. L. P. was in the planning stage we received very little encouragement or help from the counselors. We did receive some individual help and encouragement from two counselors, Mr. Wood and Mr. Armstrong. Since the beginning of last year several people retired and their replacements have been exceptional counselors.

The counselors can be grouped into two categories: (1) Four counselors who support the Project wholeheartedly. They are warm, receptive people who are skilled in interpersonal relationships. These counselors often attend the Project Workshops and do not view the program as a threat. (2) Those counselors who nominally support the Project because counselors

are supposed to help kids and foster programs that are for their benefit. However, they don't have very many skills in interpersonal relationships and they usually don't have many counseling techniques. Their counselors often complain that they just don't understand the kids and that they have the same answer for every problem.

As a whole, however, the department supports the Project and we have been able to maintain a fine working relationship with them. This can be attributed to a number of different factors: (1) The four dynamic counselors are leaders and skilled in their profession and as a result are not threatened by the Project. Instead they view it as an auxiliary aid to their job as counselors and as another service that they can avail themselves of. (2) The principal and their department head strongly endorse and support the program.

(d) The Students to be Helped

This brings us into an area of extreme importance, and the problems that present themselves here are astronomical. It should be remembered that the three hundred students that we are working with are the hard core skippers and failures and are usually looked upon by many faculty members as total rejects. These students are usually much older than their class group; they most often have poor attendance records; they more often than not are reading quite a bit below their grade level; they usually resist aggressively the authority of their parents, the police, their teachers, and in general most adults; they portray a fantastic disinterest in what the

school has to offer them; they are generally ignored or actively disliked by most adults; they usually are not able to afford the things that the average student does afford; they are failures in most of their classes; they seldom, if ever, participate in extra-curricular activities; and they most often refuse to dress for or participate in gym. They usually clash with the typical gym teachers or "varsity" students because they (the gym teachers and "varsity" kids) glorify the body and need to compete."

It has been extremely difficult to get these kids to trust the Project. They will often test our honesty or sincerity and in doing so put us in a very difficult position. Since change is a long, arduous task, these kids can't change overnight. Thus teachers who are not very perceptive to the indications of change have little or no patience with us or the Project students. Quite frequently, because of their prejudice, these teachers fail to perceive the stirrings of change and reform and very often, because of their lack of patience, they undue months of hard work on our part.

Another grave concern was that the students to be helped might view the Project as a special education program. Several strategies have precluded this from happening: (1) the involvement of students in the planning of the Project; (2) the program took special pains not to segregate and label these kids; (3) positive feed back from students helped; and (4) the formation of the Project H. E. L. P. Student Associates Club which has made H. E. L. P. students visible in a very positive and successful way.

(e) The Project Staff

It originally was our intention to carefully screen, select, and organize a staff, empathic with and diversified for, the needs of the potential dropouts. However, we have since come to the conclusion that if Project H. E. L. P. is to show any universal and practical applications we would simply have to work with volunteers unless we felt that any given volunteer would actually harm students.

It was also our belief and hope that the inservice training program would have significant affects upon the H. E. L. P. staff. However, growth is slow and change is often quite painful for teachers and some of our staff have mentally dropped out of our inservice training program.

Approximately fifty percent of the volunteers are concerned about their charges and relatively open and willing to develop skills and modify their own behavior when appropriate.

About thirty percent of the H. E. L. P. staff are teachers who want to help the alienated but because of their own hang-ups and needs are often ineffective. They sometimes are held back because of their impatience, fear of criticism, lack of security, and fear of failure.

Another ten percent of the staff are extremely loyal to the Project and try to help the potential dropout but often from motives such as, "if we don't do something about the situation we will harm our image." They often lack skills in dealing with real problems and feel that by merely supporting these kids this will or should be enough to change them.

Finally, about ten percent of our staff remains totally incompetent and creates more problems for the program than they solve. They often antagonize fellow teachers and administrators. They quite frequently allow their classrooms to be controlled by students who want to fun and game it and some even become quite hostile toward the potential dropouts. Some H. E. L. P. teachers are constantly calling for "crackdowns" and seem to constantly stress the weaknesses of their counselees.

(f) The Consultants

It has not been easy to find and hire professional consultants who could or would work with us during the three years of our Federal grant on a part time basis. So very often the demands of Project H. E. L. P. have conflicted with their professional or personal schedules.

Dr. Ronald Esposito was extremely helpful in making recommendations as well as Dr. Morrel Clute, Dr. Lyle Crawford, and Dr. Roland Faunce. It was through their advice and recommendations that Dr. Ronald Esposito, Dr. Donald Hamachek, Dr. Robert Betz, and Miss Cereta Perry were finally hired as consultants.

However, the very nature of the inservice training has at times created a lot of hostility on the part of trainees toward the consultants. This has created many serious personality clashes that the Project Director has to deal with often. The consultants have at times been incapable, due to a lack of time, of solving and/or averting many of the clashes and problems

that arise. All too often the trainee simply closes up and refuses to submit himself or herself to further confrontation.

The geographic spread of the universities from which the consultants are drawn poses another problem. They are not all conveniently located in the Lincoln Park area. Most of the time it is extremely difficult for the Project Director to sit down with them and talk and deal with problems about the Project and the staff. As a result the Project Director frequently finds himself having to use inservice training days to iron out these difficulties.

Very often the consultants come into the inservice workshops presupposing a high degree of professionalism and instead find that they have to deal with problems that the Project Director should have and could have dealt with himself. It is also difficult to be sure that the Project staff's criticisms are valid ones or if they are mere excuses to cover up their own inadequacies.

It is really difficult for a consultant to operate at maximum efficiency when he is divorced from the internal power structure and interpersonal struggles and quite often this creates personality clashes that ordinarily would not arise.

Again there is the constant criticism of the Project Director bringing in consultants, on the part of the Project staff who often feel they could do better without them and on the part of the school board who considers them rather costly. Yet it is the firm belief of the Project Director that well-qualified, outside, objective consultants are of the utmost importance to the Project.

Finding, Hiring, and Retaining Qualified Professional Consultants.

It has not been an easy task trying to find several consultants with the particular skills we were looking for in order to set up an in-service training program. We needed consultants who had an in-depth view of the potential dropout. They also had to have a sensitive insight into teacher behavior. Finally they had to have a sensitive insight into teacher behavior. Finally they had to be able to deal with these teachers and stimulate or initiate some meaningful changes in their behavior.

The Project Director spent months searching and sounding out many experts from our surrounding universities as to who we might use as consultants. Several names kept re-occuring: Dr. Ron Esposito, Dr. Don Hamachek, Dr. Robert Betz, and Miss Cereta Perry.

To date we have been extremely lucky in retaining our consultants and thus keeping a continuity to our in-service training program.

The Problems of Difussion of Information and Publicity

The problems involved in the difussion of information and publicity of the Project has placed a tremendous burden upon the Projcet Director. As the Project gained some measure of success with students, we began using them in presentations regarding the Project. We did this for several reasons:

1. It gave these kids an active role in the Project.
2. It gave them feelings of self worth.
3. They enjoyed telling adults how bad they had been and how much they had changed.

4. Often these kids began talking themselves into being better students.

5. It helped us give more interesting and lively presentations.

The problems though have been tremendous as the requests for such presentations have been astounding.

Project H. E. L. P. began its formal presentations at the Waldenwoods Conference for teachers in October of 1967 which is sponsored by the Metropolitan Bureau of School Studies. A panel of twelve students who had seriously considered dropping out of school discussed "What Keeps Kids in School" We received the following communication from Mrs. Marjorie Paynter from Eastern Michigan University, "The dramatically positive attitudes the H. E. L. P. program has engendered at Lincoln Park High School is very exciting and your kindness in bringing this approach to reaching young people to our attention is greatly appreciated."

The presentation was followed by a panel at the Michigan Association of Supervision and Curriculum Development in Grand Rapids, in November of 1967. Mr. James E. House, Consultant, Secondary Education, for the Wayne County Intermediate School District wrote, "Ron, they (the students were by far the highlight of the whole conference and were verbal and able to express themselves before several hundred educators. The thing that I appreciated most was that they didn't say the things that educators like to hear, but rather they directed their remarks to those issues that we should be hearing. Those boys were not programmed."

We were then asked to present Project H. E. L. P. during a two day conference sponsored by the Wayne County Intermediate School District on the "Self Concept." This presentation showed how Project H. E. L. P. tries to develop an adequate self concept in both teachers and potential dropouts.

The Project Director has also been called upon to give presentations of our program in Redford, Southgate, Taylor, and Madison Heights. Both the Project Director and H. E. L. P. students have, on numerous occasions, spoken at Kent State University, Eastern Michigan University, and Wayne State University. The Project Director has also spoken to almost every Chapter of the P. T. A. and every Civic and Service Organization in Lincoln Park.

The Formation and Activities of the Project H. E. L. P. Student Associates Club.

In September of 1968 several students who were impressed with the help that they had received from the program formed the Project H. E. L. P. Students Associates Club. The following were their goals as taken from their constitution:

1. To develop respect for the school and the community.
2. To develop initiative and leadership ability among the members.
3. To provide experience in living and working together successfully.

4. To encourage good citizenship among its members.

5. To help the students at Lincoln Park High School who do not value school and education.

The Student Associates Club felt that all too often the Student Council degenerated into a popularity contest and a rubber stamp committee for the school administration. They also noted that all of the Student Council Activities were directed toward the "frats" thus leaving out hundreds of other students. They also noted that Lincoln Park High School was unintegrated and that prejudice against Negroes ran strong. They also felt that school spirit and responsibility were at its lowest and that a terrific gulf existed between the "frats" and the "trolls."

To counteract these trends the Associates Club began by sponsoring a series of school clean-up days. Both the Associates Club, composed largely of "trolls," and the Student Council, mostly "frats," scrubbed and painted twenty lavatories in the school. The impact of this activity was tremendous and they received community recognition in the local newspaper.

To help change racial attitudes and initiate school activities of interest to the "trolls" they presented three musical performances of all Negro entertainers--two "All Star Revues" and an "All Star Dance."

During the 1968 school year the Associates Club also helped avert a school walkout and began working toward reform in school policies toward the students.

This year a dozen or so H. E. L. P. students were appointed, by the Principal, to a committee of students, teachers, counselors, and administrators to formulate a pilot program on "Drug Abuse" which began on March 3rd.

Problems Related to the Project Staff

During the first year of Project H. E. L. P. it was difficult finding the full complement of teachers (30 teachers) for the program. Thus, we began with twenty-four teachers. After the first semester two staff members dropped out of the program. Many Project teachers found it difficult to commit themselves totally to the program. Many factors were responsible for the discouraging beginning:

1. Hostility on the part of other faculty members.
2. Types of students which we were dealing with.
3. Personality conflicts among H. E. L. P. Staff.
4. Conflicts between the H. E. L. P. Staff and Consultants because of their direct confrontation.

During our first year many teachers were openly hostile toward the Project and openly spoke against the Project in their classrooms. They often accused the H. E. L. P. teachers of "coddling" trouble makers and were bitter that we spent so much time with the "bums." Needless to say this placed an undue amount of pressure upon the H. E. L. P. staff.

The types of students that the H. E. L. P. staff is working with also create many problems for the H. E. L. P. teachers. These students are

quite often hard, bitter, hostile, inadequate, and prone to failure. Faculty members then become impatient with these students and once the H. E. L. P. teacher begins working with the students the regular faculty members begin blaming the H. E. L. P. staff for every problem that arises, making such remarks as "Your boy was seen roaming the halls again!"

Another problem that arises is the discouragement that so often besets the H. E. L. P. teacher. More often than not he is going to meet constant failure with these kids. Growth is slow, we all know, but this knowledge somehow gets lost when the teacher is subjected to peer criticism or is faced with his own need for success.

The recent threats of school strikes, walkouts, and student rebellion have also put the H. E. L. P. teacher in a very peculiar position since he becomes identified with the students who are the most dissatisfied with the system.

The H. E. L. P. teacher occasionally finds himself in a dilemma. He is aware of and sensitive to the needs and problems of the potential dropout. Moreover he realizes that the potential dropout is accurate in his perceptions, namely, that school is a very hostile and unsuccessful experience for him. Thus the H. E. L. P. advisor is torn between a student with a real, felt problem and an educational system he has vowed loyalty to. Sadly enough the teacher, more often than not, compromises in favor of the system that has given him so many rewards for his obedience.

As can be imagined, the Project Director must try to intervene, direct, and encourage the staff to understand what events are really taking place and must attempt to find ways of coping with them.

Conclusion

Directing a project of this magnitude is not an easy task but as Dr. Earl Kelley states in his book, In Defense of Youth, "It is hard to be young in these times," and that "No species can survive on the earth unless it can invent ways by which its young can fully develop to maturity." Project H. E. L. P. is a program that tells youth that we do care and that we will show it.